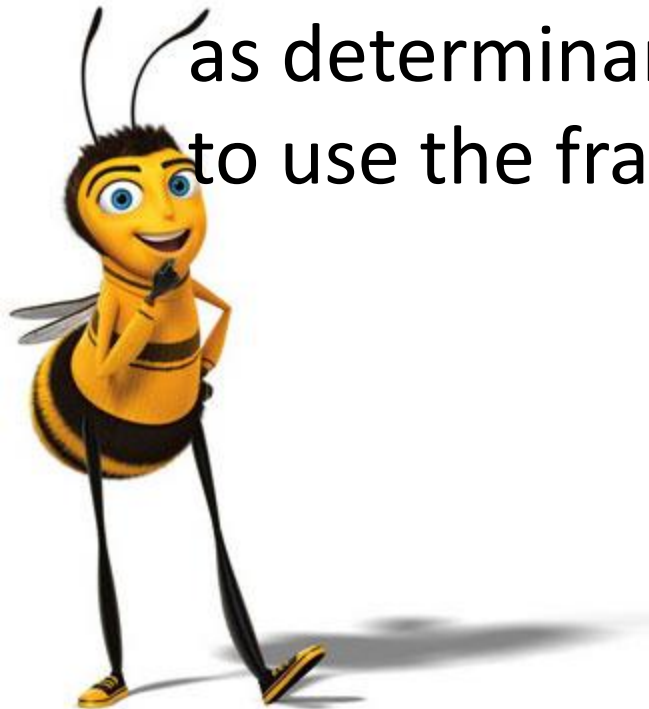


PRECEDE – PROCEDE THEORY

DESCRIPTION

- This chapter will discuss The Precede-Proceed Model Framework, understanding Predisposing, Reinforcing and Enabling Factors as determinants of health behavior, and how to use the frame in the behavior case analysis



OBJECTIVES



General

- The student able to analyze the health behavior problem with precede-proceed model.

Specific

- Student can explain The Precede-Proceed Model Framework
- Student understand Predisposing, Reinforcing and Enabling Factors as determinants of health behavior.
- Student can use the frame in the behavior case analysis

INTRODUCTION

- **PRECEDE** (Predisposing, Reinforcing, Enabling, Construct in Educational / Environmental Diagnosis and Evaluation)
- **PROCEED** (Policy, Regulatory and Organizational Construct in Educational and Environmental Development)

Relationship between Health Promotion – Health Education and Public Health

- **Health Education** : voluntary behavior change and the scope directly on healthy behaviors
- **Health Promotion** : combination of education and environmental support for the behavior with the specific conditions

Relationship between Health Promotion – Health Education and Public Health

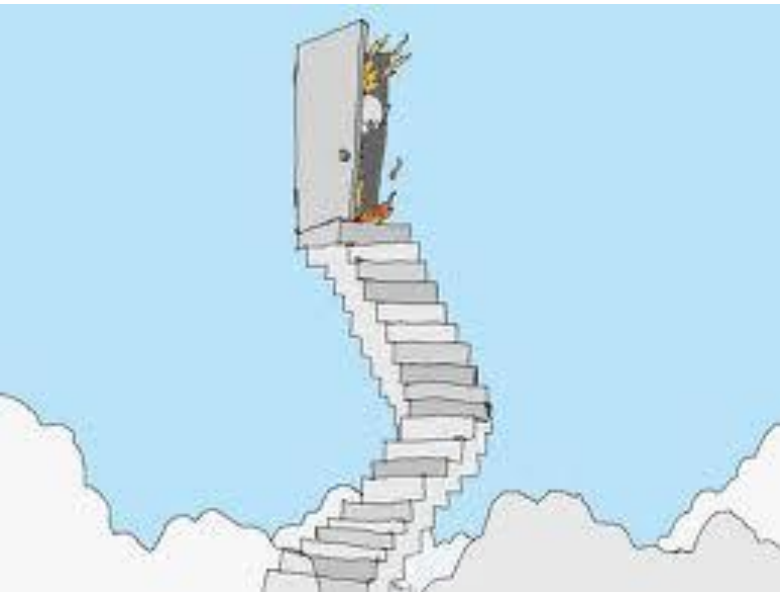
- **Health Promotion** : enable people able to control the causes of health
- **Health Education** is aimed at individual or communal voluntary action to obtain health or as make decision in health and good things in their community.

PRECEDE

- Looking at some of the factors that shape health status and help health promotor/educator focused on building a target for intervention.
- Provide specific objectives and evaluation criteria.

PROCEED

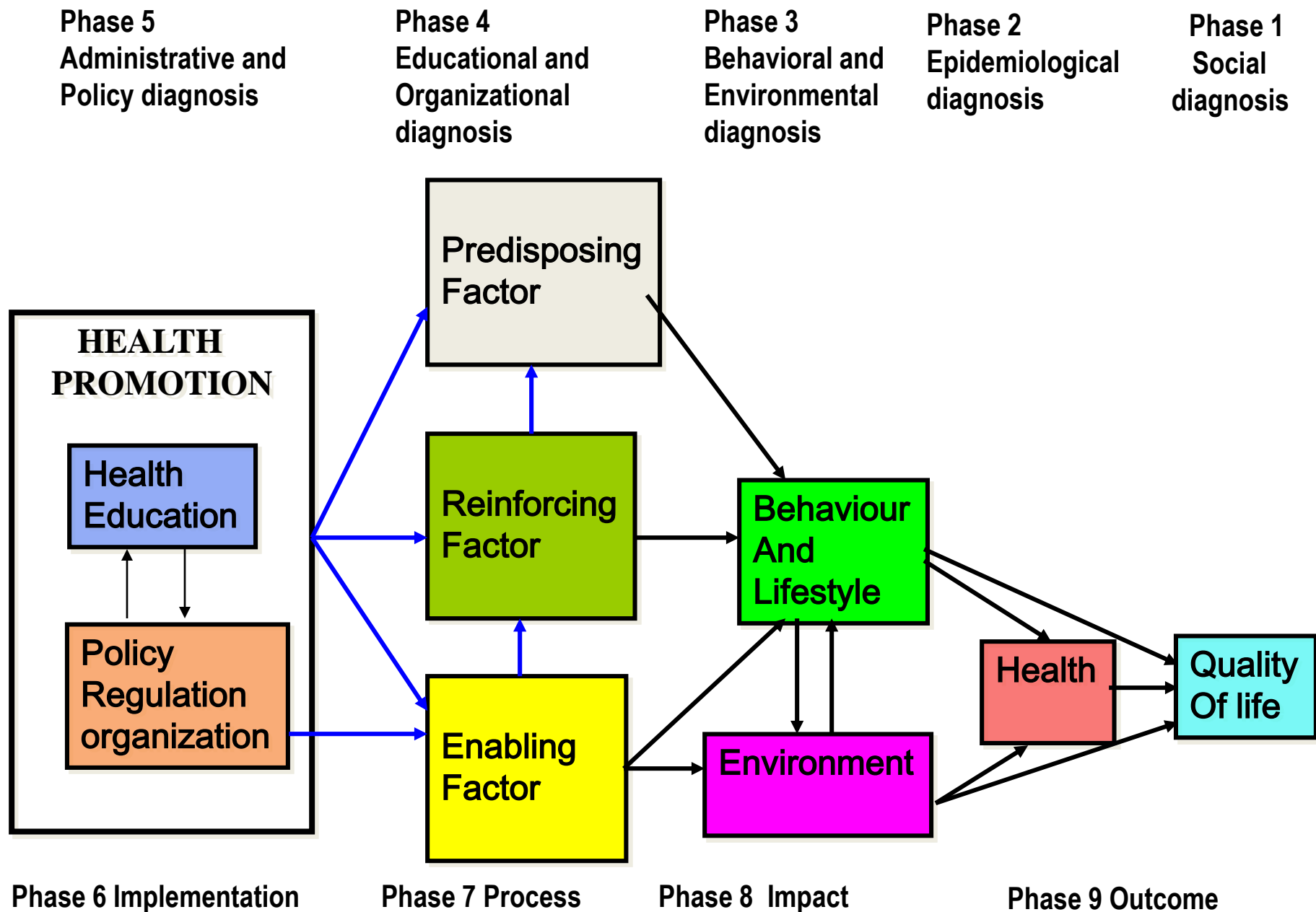
- Showing the stages of policy and implementation process and evaluation

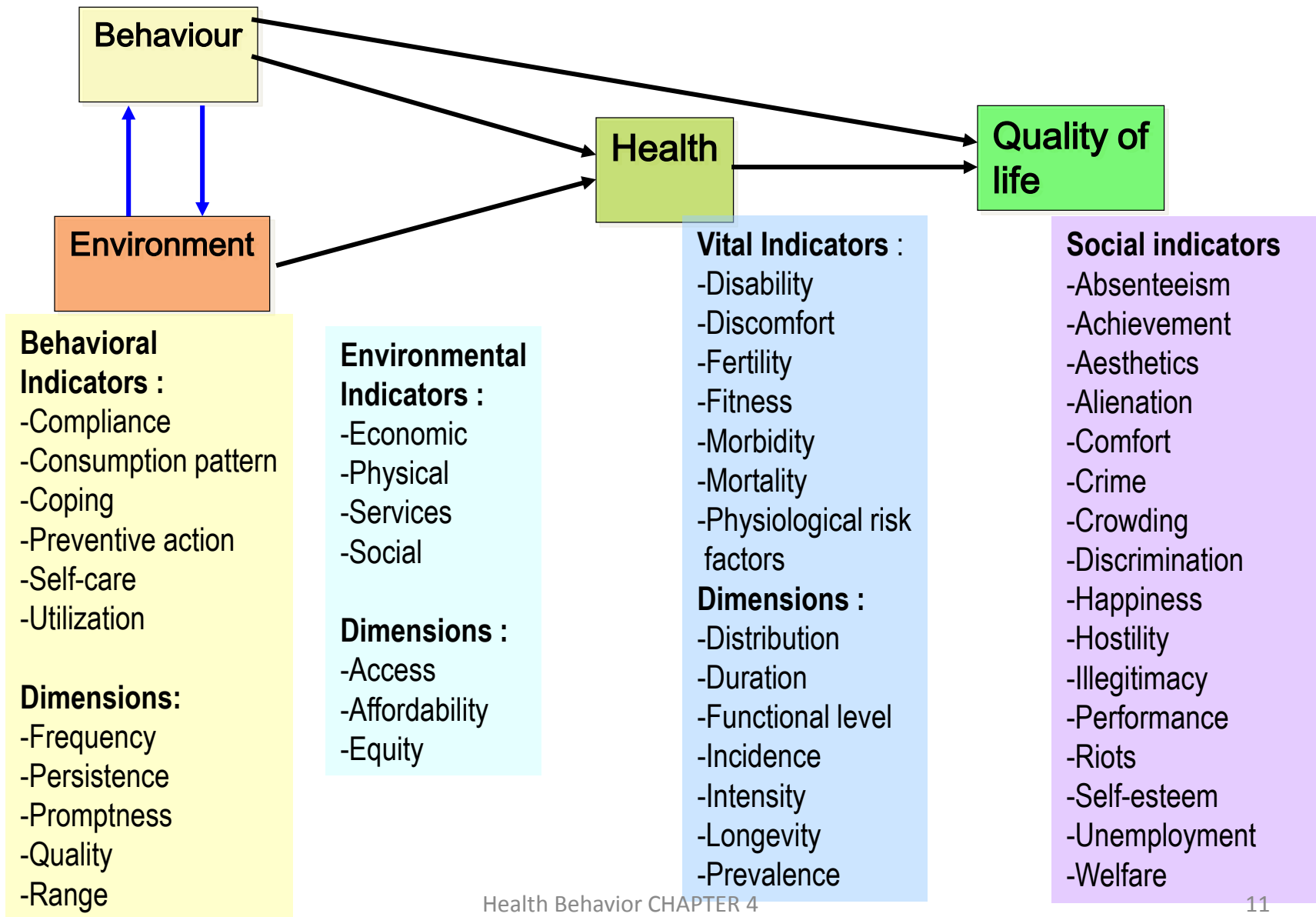


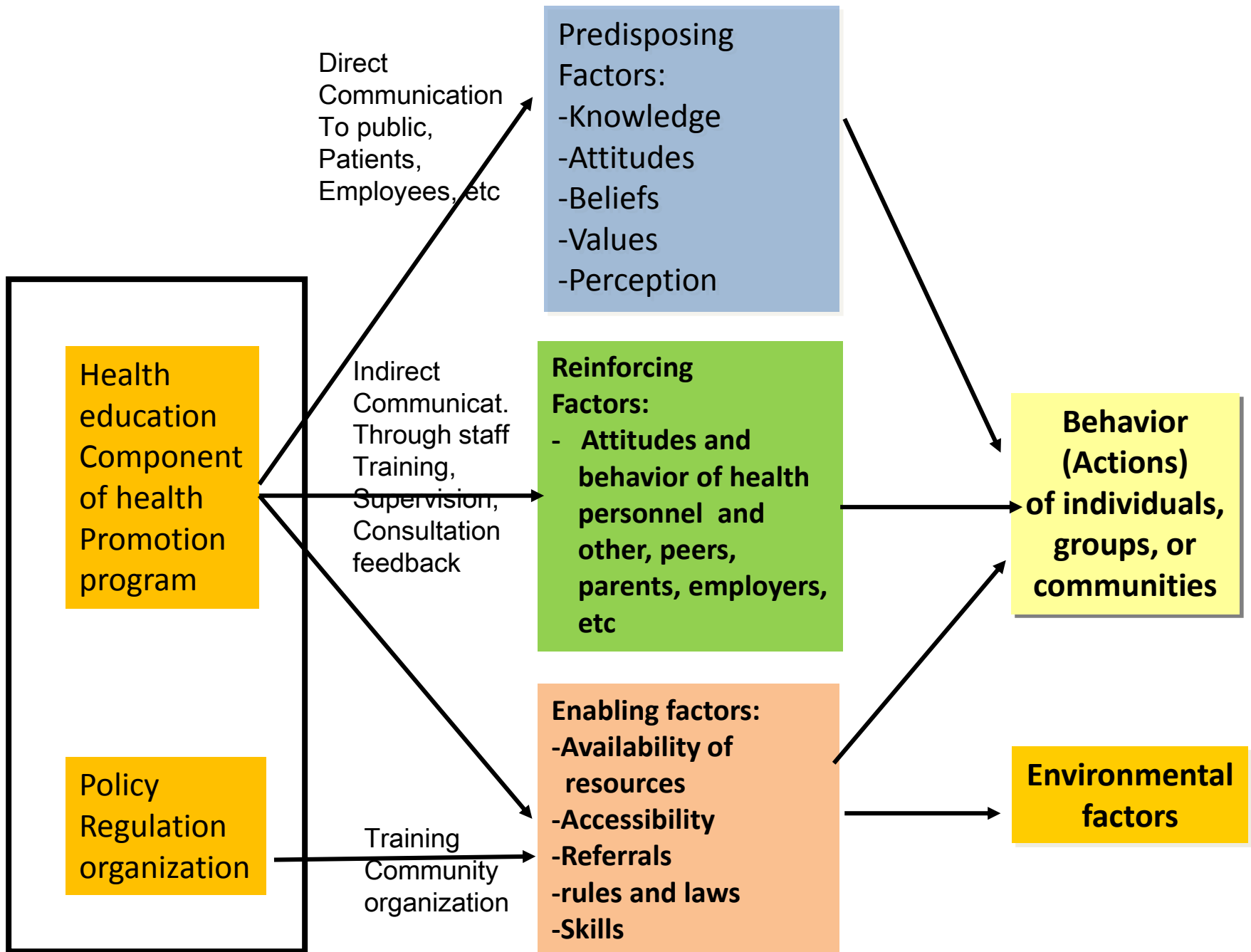
PRECEDE & PROCEED

- Stage of serial process of planning, implementation & evaluation.









Predisposing Factors:

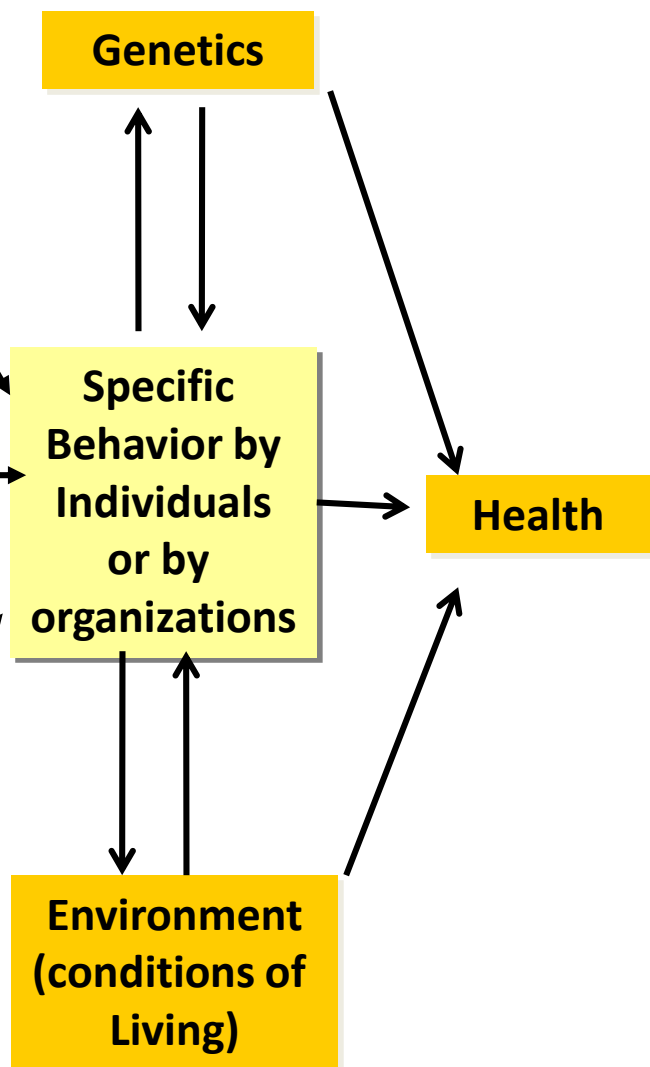
- Knowledge
- Beliefs
- Values
- Attitudes
- Confidence
- Capacity

Enabling factors:

- Availability of health resources
- Accessibility of Health resources
- Community/government laws, priority and commitment to health
- Health related skills

Reinforcing Factors:

- Family
- Peers
- Teachers
- Employers
- Health providers
- Community leaders
- Decision makers



Example...

- I know “3M” is the most effective way of deciding the DHF transmission (knowledge)
- I agree to do “3M” (attitude)
I disagree because of inconvenient “3M” (attitude) → tend to practice
- I did a “3M” (practice)

Do the application of this model
to your case !

Reference

- Green, W. Lawrence. Health Promotion Planning an Educational & Environmental Approach. Second edition. Mayfield Publishing Company. 1991